



## **Electronic Data Reporting Template**

**Closing the Gap Results Report (Large Group)**

**School: South Summit High School**

**Target Group: Entire school population**

**Target Group selection is based upon:**

**Key Word:**

### **ABSTRACT**

At the beginning of the year every student was placed in a homeroom class to minimize disruptions and give them an opportunity to meet and interact with students their own age, and to also gain some character education. To see if students felt that this class was effective a survey after 3<sup>rd</sup> quarter was administered and tallied. Results showed that the majority of students did not think the class was used as effectively as possible.

### **PROJECT DESCRIPTION**

390 students were placed in homeroom classes with their corresponding age groups 9<sup>th</sup> and 10<sup>th</sup> graders together and 11<sup>th</sup> and 12<sup>th</sup> graders together. Each class comprised of less than 18 students to keep numbers low.

### **Introduction**

- Homeroom lessons are geared around promotion of ethical behavior and learning how to interact with others and gain relationships. Which are part of our schools DRSLs
- Character Development I reflect ethical behavior by being honest and truthful, completing my own school work, and challenging myself to put forth my best effort.
- I demonstrate respect for others.
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### **Participants**

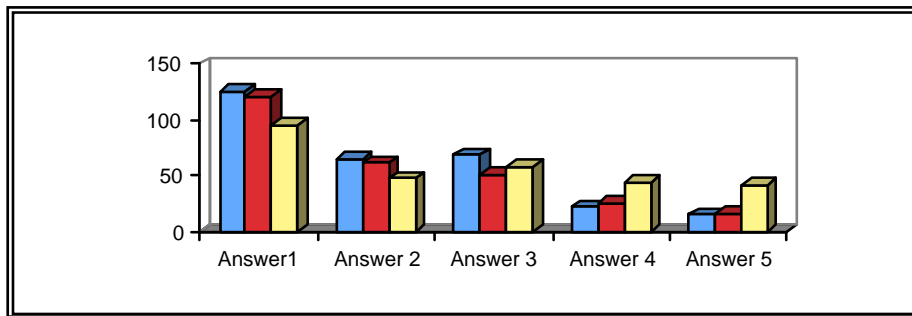
- All students in homeroom class
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### **Method**

- "Why Try" Program lessons, Valley mental health lessons,
- Start date beginning of the year to place students in classrooms, ending date after 3<sup>rd</sup> term.
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- Measured by 5 question survey about effectiveness of class.
- Counselor involved in providing materials for teachers to participate in homeroom and having own classroom.
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### **RESULTS**

Not all surveys were collected but out of 295  
Scale of 1-5 5 being strongly agree



Question #1 Homeroom lessons have given me valuable information that I can use in my daily life.

Option	1	2	3	4	5
# of Studens	125	65	68	21	14

Question # 2 The homeroom environment gives me an opportunity to express my feelings and concerns.

Option	1	2	3	4	5
# of Students	120	61	50	25	15

Question # 3 You have made some peer connections in your homeroom class.

Option	1	2	3	4	5
# of students	95	47	58	43	41

We asked them what they had liked in homeroom so far.

There were answers that varied some students liked meeting new people and the interaction with their peers, the younger students liked the fun activities. They also said they enjoyed being rewarded with longer lunches for no tardies and no failing grades.

### Discussion:

**We were not able to collect all of the surveys distributed. The data we did receive tells us that we have some work to do with our homeroom class. We need better prepared lessons. We are looking into booklets that have lessons with discussion in them for students to fill out and participate. There was some interaction, but I think that maybe more interaction with different students getting to know things about the whole class would be good for the students as well as the homeroom teachers.**

**I think that this was a good place for our school to start and we will try and follow up next year to see if we have made any improvements.**

Scale of 1-5 5 being strongly agree



# Electronic Data Reporting Template

**Closing the Gap Results Report (Small Group)**

**School: South Summit High School**

**Target Group: Entire school population**

**Target Group selection is based upon:**

**Key Word:**

## ABSTRACT

Students were identified after just before first semester ended and were placed on a tracking system where they will be called down every three weeks and handed a look up of their grades. Students were given a challenge at that time to focus on two classes to bring them up before the next time we met.

## PROJECT DESCRIPTION

Seven students ranging from freshman to junior level students were called down and we discussed graduation requirements and their current grades.

## Introduction

- Students were identified by failing three or more courses at the time the initial meeting occurred.
- These were individual meetings, discussions included what they would like to see improve for themselves and what type of action plan they were going to take. This would be the AL A3 Competency Achieve School Success. As well as try to Improve academic self-concept

## Participants

- 6 boys and 1 girl
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## Method

- Meetings occurred and grade reports were handed out.

## RESULTS

Student one: Student had four Fs and a .78 GPA first semester and after tracking him during the second half of the year the student had again four Fs and a 1.25.

Student two: Student had 3 Fs and a .48 first semester and after tracking during second semester student reported with 2 Fs and 1.46 GPA.

Student three: Parents wanted tracked because of low GPA and he had a 2.04 first semester and a 1.70 second semester.

Student four: Student had 4 Fs and a 1.26 GPA and second semester had 5 Fs and a .90.

Student five: Student had 2 Fs and 1.42 GPA and second semester had four Fs and .85 GPA.

Student six: Student had 6 Fs and .24 GPA and second semester had all Fs and a 0.0 GPA.

Student seven: Student had Four Fs and 1.07 GPA and second semester student had 3 Fs and a .95.

**Results:** 3 out of the 7 improved either their GPA or number of failed classes.

**Discussion:** Less than half of the participants were able to make an improvement with these meetings. Is the fact that half did not improve have to do with burn out and giving up at the end of the year? I think that maybe if there would have been some parental involvement to get kids with some type of reward with parents or here at school. There were a couple of times I told the students that if they improved a particular grade I would give them a candy bar and it worked for some. I think also the meetings were very brief and we didn't get to the core of the problem like maybe they didn't grasp the material or they were rebelling from their parents. I think these are things that need to be addressed when the initial meetings are presented not just shove them their failing grade and expect them to just improve.